

# *The Brave New World of Common Core Standards*

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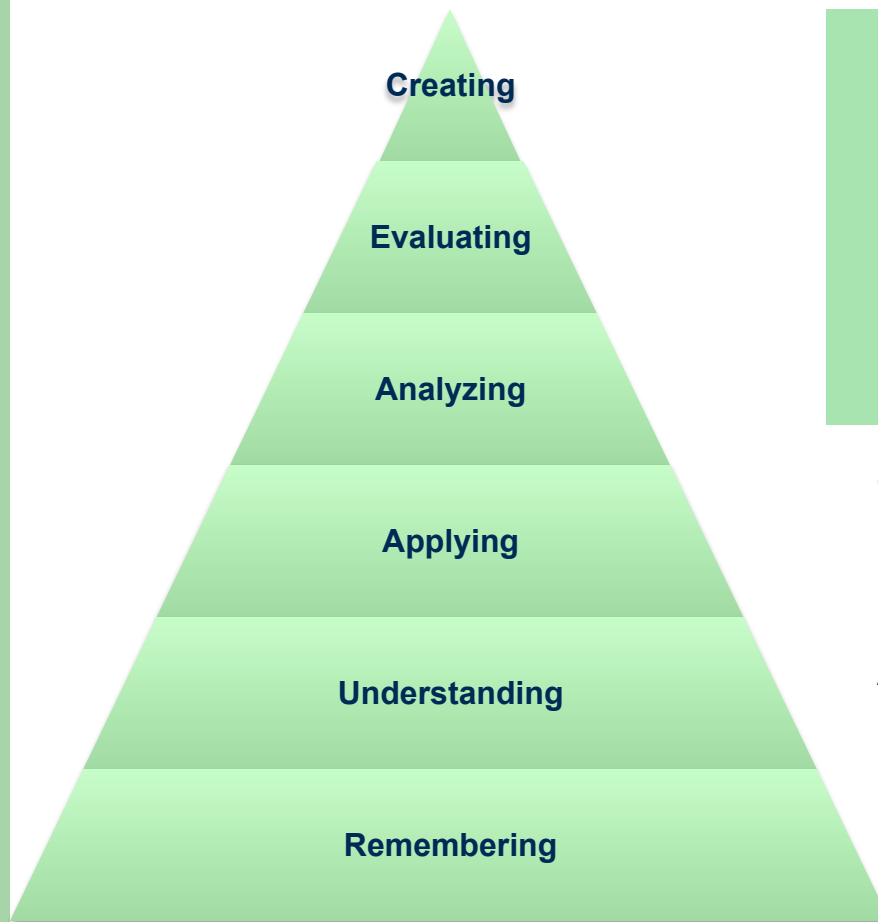
*Occidental College*

*Los Angeles Area Site of the  
California World Language Project*

**<http://www.la-stars.net>**

2. Present Slides 2-5  
and return to page 2

## *A Thinking Continuum: Bloom's Taxonomy*



**Bloom's  
Thinking  
Continuum**

**Assimilation  
of Knowledge**



**Acquisition  
of Knowledge**

The low end of this continuum involves acquiring knowledge and being able to locate or recall that knowledge. At the upper end of the continuum, knowledge is fully integrated in the mind in logical and creative ways.

## *A Continuum of Action: Daggett's Taxonomy*



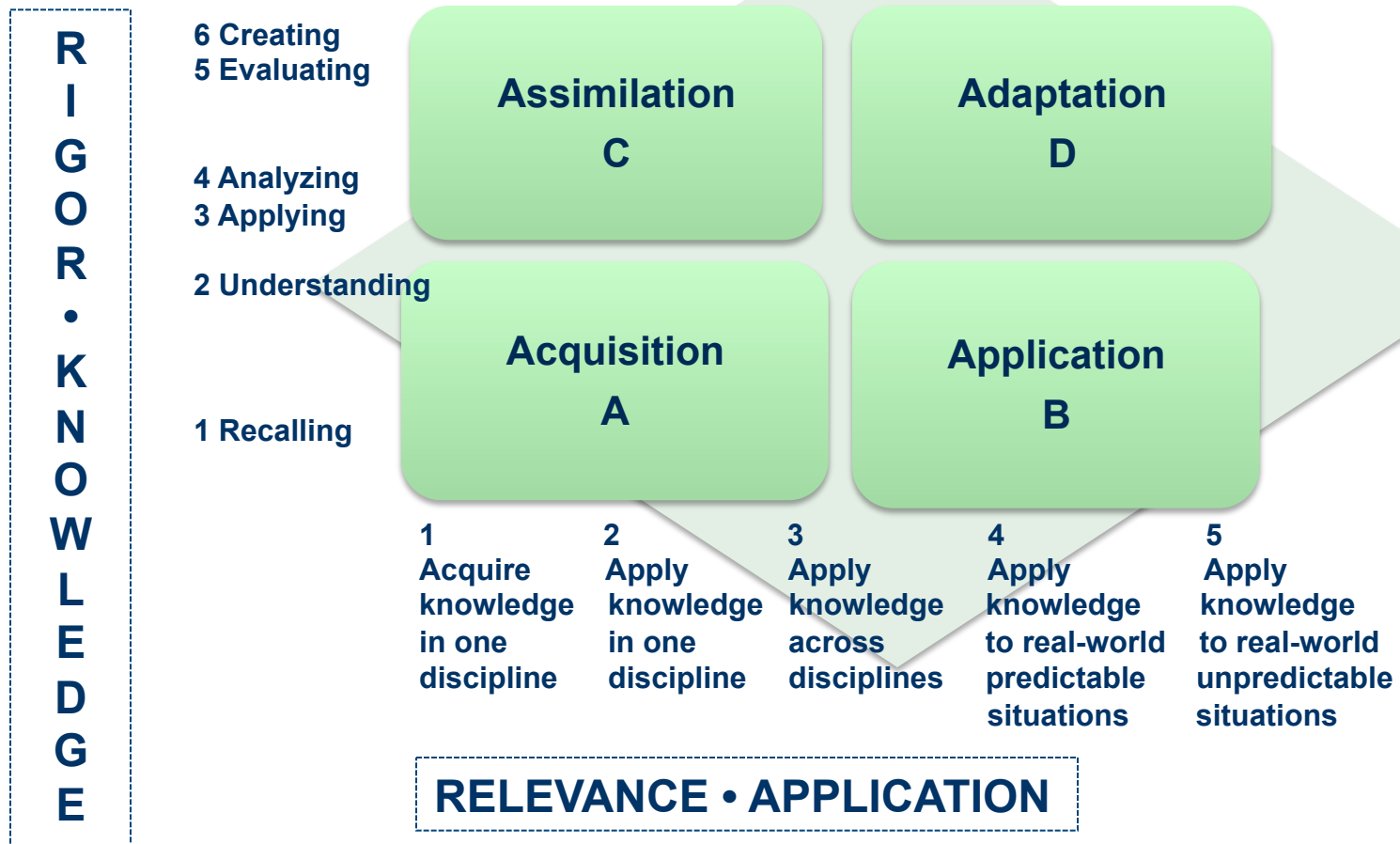
**Daggett's  
Action  
Continuum**

**Application  
of Knowledge**  
↑  
**Acquisition  
of Knowledge**

The low end of this continuum involves acquiring knowledge for its own sake. The upper end of this continuum involves the use of knowledge to solve complex, real-world problems and to create works for use in real-world situations.

# Rigor-Relevance Framework

(International Center for Leadership in Education)



# *Rigor-Relevance Framework*

## *(International Center for Leadership in Education)*

### THE FOUR QUADRANTS

#### **C. Assimilation**

Students extend and refine their knowledge and use it automatically and routinely to analyze, evaluate and create.

#### **D. Adaptation**

Even when confronted with perplexing unknowns, students use extensive knowledge and skill to create solutions and take action that further develops their skill and knowledge.

#### **A. Acquisition**

Students remember and understand.

#### **B. Application**

Students use knowledge to solve problems, design solutions and complete work ultimately in unpredictable situations.

# *Rigor-Relevance Framework* *(International Center for Leadership in Education)*

## TECHNICAL READING AND WRITING

### **C. Assimilation**

Compare and contrast several technical documents to evaluate purpose, audience and clarity

### **D. Adaptation**

Write procedures for installing and troubleshooting new software

### **A. Acquisition**

Recall definitions of various technical terms

### **B. Application**

Follow written directions to install new software on a computer

## 5. Review Stages of Proficiency

# *Stages of Student Proficiency*

### **STAGE I, Novice Formulaic Language**

Comprehend and produce memorized words and phrases dealing with discrete elements of daily life in highly predictable common daily settings

### **STAGE II, Intermediate Created Language**

Comprehend and produce sentences and strings of sentences dealing with topics related to self, the immediate environment, survival and courtesy in some informal and transactional settings

### **STAGE III, Advanced Planned Language**

Comprehend and produce oral and written paragraphs and strings of paragraphs dealing with concrete and factual topics of public interest in most informal and some formal settings

### **STAGE IV, Superior Extended Language**

Comprehend and produce cohesive and multi-paragraph texts in speech and writing dealing with unfamiliar, abstract, practical, social and professional topics in most formal and informal settings and problem situations

## 7. Preview Common Core Standards

# *Common Core Standards: Reading (4 Domains, 10 Standards)*

### **Reading: Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text

### **Reading: Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole

6. Assess how point of view or purpose shapes the content and style of a text

### **Reading: Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

# *Common Core Standards: Reading (4 Domains, 10 Standards)*

## **Reading: Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently

## *Common Core Standards: Writing (4 Domains, 10 Standards)*

### **Writing: Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence

2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

### **Writing: Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

### **Writing: Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

9. Draw evidence from literary or informational texts to support analysis, reflection, and research

## *Common Core Standards: Writing (4 Domains, 10 Standards)*

### **Writing: Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

## *Common Core Standards: Speaking/Listening (2 Domains, 6 Standards)*

### **Speaking and Listening: Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

### **Speaking and Listening: Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

## *Common Core Standards: Language (3 Domains, 6 Standards)*

### **Language: Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

### **Language: Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

## *Common Core Standards: Language (3 Domains, 6 Standards)*

### **Language: Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

# Common Core Standards: Setting Reasonable Goals

9. Share outcomes from GHCHS

1. Key Ideas and Details
2. Craft and Structure
3. Integration of Knowledge and Ideas
4. Range of Reading and Level of Text Complexity

**R1. Read for main ideas.**

**R2. Read for supporting details.**

**R3. Use knowledge and ideas from reading in speaking and writing.**

**R4. Read informational, cultural and literary texts.**

**SL1. Converse and collaborate with others.**

**SL2. Present knowledge in speech supported by digital media/visual displays.**

1. Comprehension and Collaboration
2. Presentation of Knowledge and Ideas

1. Text Types and Purposes
2. Production and Distribution of Writing
3. Research to Build and Present Knowledge
4. Range of Writing

**W1. Write a variety of texts.**

**W2. Write, revise, edit and rewrite.**

**W3. Use technology to research, produce and publish and to collaborate with others.**

**W4. Write for a variety of purposes and audiences.**

**L1. Use conventions of the standard language in speaking and writing.**

**L2. Recognize the effect of choice on meaning and choose language appropriate to formal/informal register.**

**L3. Develop receptive and productive vocabularies.**

1. Conventions of Standard Language
2. Knowledge of Language
3. Vocabulary Acquisition and Use

10. Present model for working with texts

## *Working with Authentic, Informative Texts*

(1) Select an authentic, informative text.

(2) Determine the purpose of the text.

(3) Determine the communicative proficiency necessary to comprehend the text according to its purpose.

**Novice:** *words, phrases, formulas*

**Intermediate:** *sentences/strings of sentences*

**Advanced:** *paragraphs/strings of paragraphs*

**Superior:** *cohesive multi-paragraph texts*

(4) Create questions to ensure comprehension of the text according to its purpose (evidence).

(5) Create activities with the questions.

(6) Use the purpose of the text to formulate culminating written tasks.